

## Classification of Mentoring Relationship Types

Terminology	Types of Mentoring Efforts/Activities	Types of Kid, i.e., Youth Profiles	Mentor Characteristics Needed
1. Soft Mentoring	<ul style="list-style-type: none"> <li>- Companionship/Sounding Board</li> <li>-Academic Tutoring</li> <li>-Career and Professional Guidance</li> <li>-College/Higher Education Guidance</li> </ul>	Basically well behaved and well guided kid who could benefit from additional adult companionship and/or assistance. Very impressionable. Eager for assistance.	A caring and committed adult who recognizes the value of additional adult companionship and guidance to a young person. In this regard, little patience is needed, but requires a time commitment. Also, thought <u>must</u> be given to appropriate attitudes and techniques used.
2. Medium Mentoring	<ul style="list-style-type: none"> <li>-Companionship/ Sounding Board</li> <li>-Academic Tutoring</li> <li>-Career and Professional Guidance</li> <li>-College/Higher Education Guidance</li> <li>-Self-Esteem Building</li> <li>-Prospective Broadening</li> </ul>	Basically good kid may or may not have consistent and/or adequate adult companionship or guidance. An average or below academic student who has given little or no thought to career and/or collegiate path. Very impressionable. Open to assistance.	A caring and committed adult who is willing to work with a youth around normal adolescent and/or life issues. Requires patience and a willingness to get involved in the youths' life. Willingness to meet the youth where they are in life. Culturally sensitive and abreast of current youth issues. Much thought <u>must</u> be given to appropriate attitudes and techniques used.
3. Hard Mentoring	<ul style="list-style-type: none"> <li>-Companionship/Sounding Board</li> <li>-Academic Encouragement</li> <li>-Career and Professional Guidance</li> <li>-College/Higher Education Encouragement</li> <li>-Self-Esteem Building</li> <li>-Prospective Broadening</li> <li>-Conflict Resolution</li> <li>-Manhood/Womanhood responsibility</li> <li>-Parenting Skills</li> <li>-Respect for Private Property</li> </ul>	Potentially good kid most often from a single parent household has no positive male or female guidance. Not much positive encouragement and examples regarding academics at home. Has given little or no thought to career and/or collegiate path. Maybe, occasional run-ins with the law or school authorities. Still impressionable but heavily influenced by negative surroundings and/or peer group.	A very caring and committed adult who is willing to go above and beyond casual involvement in a youths' life. Requires patience and a willingness to play several roles in youths' life, i.e., teacher, guide, support, resource, challenger, etc. Willingness to come to where the youth functions physically and mentally. Culturally sophisticated and abreast of current youth issues. Much thought <u>must</u> be given to appropriate attitudes and techniques used.
4. Hard Core Mentoring	<ul style="list-style-type: none"> <li>-Companionship/Sound Board</li> <li>-Academic Encouragement</li> <li>-Career and Professional Guidance</li> <li>-College/Higher Education Encouragement</li> <li>-Self-Esteem Building</li> <li>-Prospective Broadening</li> <li>-Conflict Resolution</li> <li>-Manhood/Womanhood responsibility</li> <li>-Parenting Skills</li> <li>-Respect for Private Property</li> <li>-Respect for Self</li> <li>-Respect for Life</li> <li>-Cultural Awareness &amp; Respect</li> <li>-Respect for Authority/Law</li> </ul>	Still reachable kid but "hard core". Basically little to no positive adult influence and/or guidance. Attracted to the seemingly 'easy way out'. Very much influenced by peer group. Has spent considerable time institutionalized.	Extremely caring and committed adult who basically becomes a surrogate family member. Always in touch and on-call. Requires much patience and love. Culturally competent and abreast of current youth issues. Willingness to remain an advocate for the youth even as they continue to make mistakes. Much thought <u>must</u> be given to appropriate attitudes and techniques used.

Note: The above are broad classifications of mentoring relationship types. The characteristics of each classification type can be interchangeable from youth-to-youth and/or from mentor-to-mentor. Meaning, there can be variations of characteristics.

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